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ABSTRACT

This module provides the participant with an overview of the structure of the Puerto Rican family and the forces which have affected it. It is believed that the learning alternatives in this module will provide the reader with greater insight into the family lives of Puerto Rican children. Upon completion of this module, the participant will be able to (a) describe the traditional structure of the Puerto Rican family and the roles of its members, (b) explain the effect of the Americanization of Puerto Rico on the Puerto Rican family, and (c) discuss the effect of mainland migration on the structure of migrating families. The participant completes a preassessment test, chooses tasks from a list of alternatives, reads the attached narrative, and concludes the module with a postassessment test. (A bibliography is included.) (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE: PUERTO RICAN PUPILS IN MAINLAND SCHOOLS

TTP 003.05 THE PUERTO RICAN FAMILY

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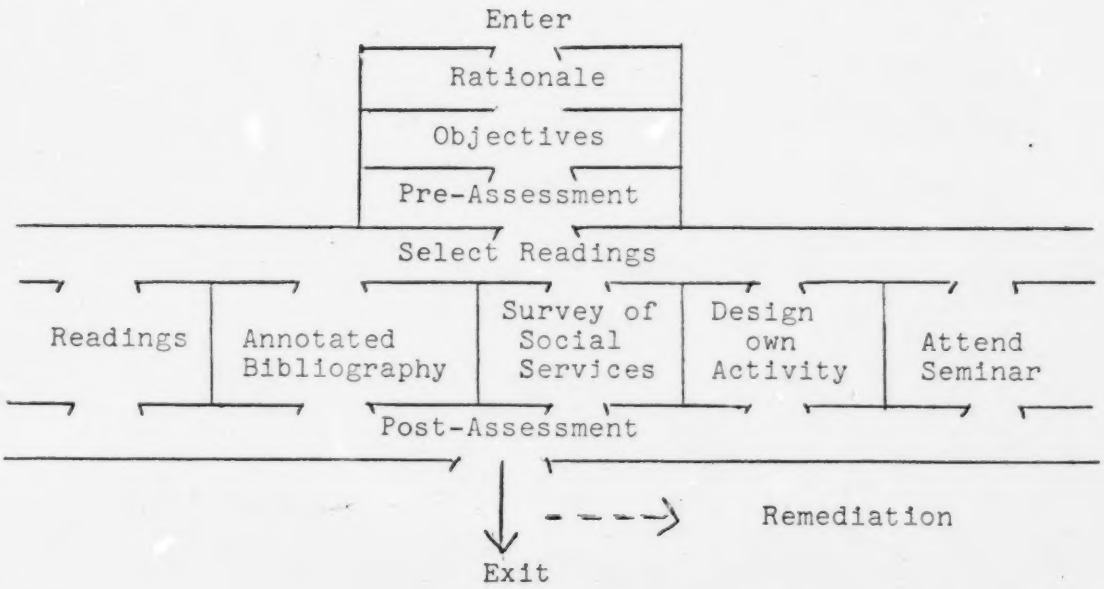
The Puerto Rican Family



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RATIONALE

This unit of work provides the participant with an overview of the structure of the Puerto Rican family and the forces which have affected it, past and present. It is believed that the learning alternatives in this module will provide the reader with greater insight into the family lives of Puerto Rican children.

Prerequisites: None

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OBJECTIVES

Given a series of learning alternatives, the participant will be able to:

- describe the traditional structure of the Puerto Rican family and the roles of its members.
- explain the effect of the Americanization of Puerto Rico on the Puerto Rican family.
- discuss the effect of mainland migration on the structure of migrating families.

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PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions in short essay form.

I. What are the traditional features of the structure of a Puerto Rican family?

II. Describe the traditional roles of the members of a Puerto Rican family.

III. How did the Americanization of Puerto Rico affect the Puerto Rican family?

IV. How has the structure of migrating families been affected by mainland conditions?

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LEARNING ALTERNATIVES

I. Read from the following sources:

Tumin, Melvin M. Social Class and Social Change in Puerto Rico. (Indianapolis, Ind: The Bobb-Merrill Co., Inc., 1961) pp. 247-278.

or

Fitzpatrick, Joseph P. "Puertc Rican Americans," in Cordasco, Francesco and Eugene Bucchioni, The Puerto Rican Experience. (Totowa, N.J.: Rowman and Littlefield, 1973) pp. 213-221.

and

Fitzpatrick, Joseph P. Puerto Rican Americans (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971), pp. 77-100.

II. Read one of the following:

Silén, Juan Angel. We, the Puerto Rican People. (New York: Monthly Review Press, 1971), pp. 105-110.

or

Tovar, Federico Ribes. La Mujer Puertorriqueña. (New York: Plus Ultra Educational Publishers, Inc., 1972), passim.

III. Complete one of the following:

A. Edgar, Miriam Colon, "The Puerto Rican Family." Paper presented at N.Y. State Bar Association Family Law Section Forum "Status of the Family Today," N.Y. Hilton Hotel, January 29, 1969.

or

B. Sister Thomas Marie, "Puerto Rican Culture."

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C. Prepare an annotated bibliography of 5 or more sources of information on the Puerto Rican family.

or

D. Interview staff members of social service agencies in your area which offer services to Puerto Rican families.

E. Read: Zirkel, Perry A. "Puerto Rican Parents & Mainland Schools." (included in Module).

F. Design your own learning activity.

G. Attend a seminar as scheduled by your module coordinator.

Activity: Construct a hypothetical case study of one of the following based on the information you have gained from any of the above learning tasks:

1. A Puerto Rican Migrant farm worker's family.
2. A Puerto Rican inner city family.
3. A Puerto Rican middle class family.

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POST-ASSESSMENT

Directions: Answer the following questions in short essay form.

I. What are the traditional features of the structure of a Puerto Rican family?

II. Describe the traditional roles of the members of a Puerto Rican family.

III. How did the Americanization of Puerto Rico affect the Puerto Rican family?

IV. How has the structure of migrating families been affected by mainland conditions?

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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Thomas Marie, Sister. "Puerto Rican Culture."

Tovar, Federico Ribes. La mujer Puertorriqueña. New York: Plus Ultra Educational Publishers, Inc., 1972.

Tumin, Melvin M. Social Class and Social Change in Puerto Rico. Indianapolis, Ind.: The Bobbs-Merrill Co., Inc., 1961, pp. 247-78.

Zirkel, Perry A. Puerto Rican Parents and Mainland Schools.

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PUERTO RICAN PARENTS AND MAINLAND SCHOOLS

HARTFORD, CONNECTICUT

WRITTEN BY:

Perry Alan Zirkel
University of Hartford

First Edition April 1972
Second Edition July 1972

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INSTITUTE MEMBERS

The following educators, who all work with Puerto Rican pupils during the year, served as the primary participants in the summer Institute. Their responsibilities included the conducting of home interviews and the writing of individual reports, which are the bases for this publication.

STEPHANIE BRAXTON	- Resource teacher, preschool bilingual program	- New Haven, Ct.
CARMEN GARCIA	- Spanish teacher, high school	- New Haven, Ct.
ESTELLE HOYT	- School social worker	- Brentwood, N.Y.
VIRGENMINA LOPEZ	- Bilingual teacher, elementary school	- Hartford, Ct.
MYRNA MARCUCCI	- Bilingual teacher, elementary school	- Bridgeport, Ct.
REINALDO MATOS	- Regional director, Conn. Migratory Children's Program	- New Haven, Ct.
BARBARA MILVID	- Elementary school teacher	- Bridgeport, Ct.
IRSA MORALES	- Bilingual teacher, junior high school	- Hartford, Ct.
GLORIA NEGRON	- Bilingual teacher, elementary school	- Hartford, Ct.
RAMON PADRO	- Bilingual teacher, junior high school	- New Haven, Ct.
VIRGINIA SANCHEZ	- Bilingual teacher, elementary school	- New Haven, Ct.
BRENDAN SHEEHAN	- ESL teacher, elementary school	- Hartford, Ct.
TRUDY VEZINA	- Elementary school teacher	- Bridgeport, Ct.
SHIRLEY WALKER	- Kindergarten teacher	- Hartford, Ct.

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ACKNOWLEDGEMENTS

This report is the product of the commitment and cooperation of many people interested in improving the educational opportunities for Puerto Rican people in Hartford. Their collective efforts were centered around a one-week institute held in June, 1971 entitled "Puerto Rican Pupils in Mainland Schools" directed by the author. Muchísmas gracias...

...To the members of the Institute (listed on the following page) whose perseverance and perceptiveness form the basis for this report.

...To the resource speakers (listed on pp. 41-42) who generously gave of their time and expertise in the interest of Spanish-speaking students, particularly to Mr. José Cruz.

...To deans Irving Starr and Thomas Mahan of the School of Education of the University of Hartford and Dr. Philip Pumerantz and Mr. Preston Brown, coordinators of Education Leadership Institute, Inc., for co-sponsoring the Institute.

...To the Hartford Model Cities Agency for their support in the preparation and publication of this report, particularly to Miss Ann Morrissey.

...To Mrs. "Marg" Fullmer, and Mrs. Helen Jones for their patient and reliable behind-the-scenes supportive services.

...To Dr. John F. Greene of the University of Bridgeport for his valuable assistance in designing the interview instrument and analyzing the interview data.

...And finally to the Puerto Rican families who said "mi casa es su casa" by their unanimously warm hospitality and interest in the education of their children.

P. A. Z.

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CHAPTER I

INTRODUCTION

This study constitutes the promised product of an institute on "Puerto Rican Pupils in Mainland Schools" sponsored by Educational Leadership Institute and the University of Hartford during the summer of 1971. The stated purposes of the Institute were the improvement of educational opportunities of Puerto Rican pupils in mainland schools via:

> The stimulation of communication and understanding between school and community representatives.
>
> The development of a data base concerning cultural and linguistic factors in the home environment that may be significant.
>
> An examination and interpretation of such data in terms of present and potential school programs and practices.

The Institute focused on facilitating the relationship between the home and school environment of Puerto Rican pupils in Hartford as a possible model for other mainland school systems.

The formal program of the Institute was concentrated in the week of June 28 - July 2. A schedule of the week's activities and speakers is given in Appendix B (pp. 41-42). Library research before, during and after that week based on a 48-page bibliography (Zirkel, 1971)**, served

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*The referencing system of this report follows APA style. Thus all citations of references are made in the text of the report by enclosing the author's surname and the year of publication in parentheses. A complete list of the references is found at the end of the report, arranged in alphabetical order by the author's surname.

*A copy of this BIBLIOGRAPHY OF MATERIALS IN ENGLISH AND SPANISH RELATING TO PUERTO RICAN PUPILS is available upon request from the Connecticut Migratory Children's Program, University of Hartford, 200 Bloomfield Avenue, West Hartford, Connecticut, 06116.

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as the theoretical background of the Institute's sessions. The morning sessions provided the opportunity to interact with several resource people in small group discussions. The afternoon sessions were devoted to conducting structured interviews in the homes of a cross-section of Puerto Rican families who had children in the Hartford schools. The final session consisted of a farewell fiesta of comida criolla and música típica provided through the cooperative efforts of members of the Institute and of the Spanish-speaking community. The duration of the summer was used for further research and the final writing of independent individual reports, each culminating in recommendations for improving the educational opportunities of these children in the Hartford schools.

The collective results of the interviews and recommendations of the members of the Institute constitute the basis for this publication, which through the support of Hartford Model Cities is available to all people and agencies concerned with the education of Puerto Rican pupils in mainland schools.

Need for the Study

Hartford has become a key port of entry for the increasing Puerto Rican population in the Northeast. A recent survey of Puerto Ricans leaving the island from the San Juan Airport, which was conducted by the Archdioces of San Juan (1970), revealed that Hartford ranked third in all of the cities of destination. Only New York City and Camden, New Jersey, ranked higher.

As a result, the Spanish-surnamed school population in Hartford is the highest in Connecticut. The Connecticut State Department of Education

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(1971) revealed the following number, proportion and percentage increase of Spanish-surnamed* students for each of the major cities in Connecticut:

City	Number of Spanish-surnamed students 1970-1971	Percent of Total Enrollment 1970-1971	Percentage Increase 1969-1971
Hartford	5,203	18.1	26.4
Bridgeport	4,742	19.2	16.5
New Haven	1,686	7.8	29.5
Waterbury	1,307	7.3	25.2
New Britain	1,137	8.0	25.8

It can be readily seen that the number and increase of Spanish-surnamed students in the urban areas of Connecticut has reached significant proportions in recent years.

The growth rate of the Spanish-speaking school population in Hartford, has been, and is projected to continue to be, substantial. A recent report from the Hartford school system stated that the number of Puerto Rican pupils in the city's schools has more than tripled in the past six years (Proposal, 1971). Moreover, a high-ranking state education official is reported to have estimated that the Spanish-speaking school population in Hartford would reach 40 percent in the next five years (Anderson, 1971d).

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*Estimates based on Spanish-surnames are tentative at best (Valdez, 1969). Such factors as ethnically mixed marriages and ethnically similar surnames contribute to the imprecision of such a procedure. There are reasons to believe that, on the whole, the actual school-age Spanish-speaking population may be much greater than these figures indicate. First of all, they do not include school-age Spanish-speaking youngsters not in school, which may amount to a significant number. A recent survey in Boston, for example, concluded that 5,000 of the city's 7,800 school-age Puerto Rican children were not attending school (Farber, 1971). Moreover, such estimates do not include the Spanish-speaking students enrolled in parochial schools.

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There are indications, however, that the Spanish-speaking school population faces the same barriers locally as Coleman et al. (1966) found nationally. The Coleman Report, which might better have been entitled "Inequality of Educational Opportunity" for Puerto Rican pupils, revealed that Puerto Rican pupils generally ranked lower in educational self-concept, verbal achievement, and enrollment than virtually every other ethnic group, including Black- and Mexican-Americans. In a more recent study, Zirkel and Greene (1971) found that a sample of Puerto Rican first-graders in Connecticut scored significantly lower in verbal ability, but significantly higher in nonverbal ability, than all ethnic groups in Coleman's national study. Moreover, they scored higher on a Spanish form than on the English form of the verbal ability measure. Further evidence of the injurious linguistic and cultural barriers faced by Puerto Rican pupils in mainland schools was revealed in a study by Zirkel and Moses (1971). They found a sample of Puerto Rican youngsters in Hartford's elementary schools to show a significantly lower level of self-concept than both their black and white classmates on a self-report instrument.

Finally, the dropout rate of the Puerto Rican pupils is reported to be the highest of any ethnic group in the city (Anderson, 1970). Pérez (resource speaker)* stated that "Puerto Ricans don't drop out of school; they are pushed out of school." Cruz (resource speaker)

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*References to comments made by the resource speakers during the formal phase of the institute are indicated by the label "resource speaker" in parentheses. The reader is directed to Appendix B for the position of the speaker and the date of his discussion.

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similarly stated that the Puerto Rican child is a "six-hour retardate," his lack of progress limited to his day in what traditionally have been ethnocentric "English-only" schools.

The depressed levels of educational achievement, self-concept, and enrollment may be remediable by a bilingual/bicultural approach which uses these pupils' native language as an asset rather than disadvantage to school success. Hartford has begun to develop such a program beginning at the primary and middle grades. The Hartford Model Cities Agency has provided key support in the form of a Bilingual Curriculum Development Team (Anderson, 1971b). Hartford's bilingual program stands as a potential leader in the State. Despite its small size in relation to the Spanish-speaking enrollment, it serves more children than any other such program in the State (Seven Towns, 1971). Parent and community groups have already called for a major expansion of this program and for the establishment of directorships in bilingual/bicultural education at the city and state levels (Hall, 1971).

The planning as well as the implementation and effectiveness of a bilingual/bicultural program is based on an improved interrelationship between the home and school. However, there still exists a vital need for specific information regarding the parental perceptions and family background of Puerto Rican pupils in relation to the direction, degree and details of such programs of educational intervention. The relevancy and responsiveness of such programs depend upon the specificity and accuracy of such data. As Hortas (resource speaker) pointed out, the

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family is the basic unit of the Puerto Rican social system whereas institutions, like the school, are the basic units of mainland society. The mutual understanding and relating of the family and school became crucial to the progress of Puerto Rican pupils on the mainland.

The number of efforts to provide this understanding which have taken an empirical approach, which have gone directly to the people, which have been directly available to them, and which have utilized trained bilingual interviewers is unfortunately minimal. A study by Hidalgo (1970) stands as a pioneering effort in this direction. Although going well beyond the field of education, this study pointed out that "the Puerto Ricans represent a unique constellation of factors that demand a tailor-made approach if their needs are to be met [p. 8]." Moreover, it emphasized that effective educational programming necessitates data collection and planning with as well as for Puerto Ricans. Finally, the author must also agree with her conclusion that studies about Puerto Ricans in Puerto Rico (e.g., Tumin, 1961) or in New York City (e.g., Pantoja et al., 1964) can only serve as backdrops to views of the problems and solutions for Puerto Ricans who have migrated to the many other cities on the mainland. It is hoped that this study will contribute to the amelioration of such conditions in other such urban areas as well as in Hartford.

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CHAPTER II

PURPOSE OF THE STUDY

The purpose of this study was to develop a data base concerning the home background of Puerto Rican pupils as it relates to present and possible educational programs. The study focused on parental perceptions of educationally relevant variables in hopes of furthering the understanding and planning of school and community agencies to better meet the needs of these people. More specifically, the study sought to secure systematic data concerning the following variables:

1) the parents' educational level and their educational aspirations and expectations for their children

2) the parents' occupational level and the level of their occupational aspirations for their children

3) their geographical origin and orientation

4) the language proficiency and dominance of key members of the family with regard to Spanish and English

5) the parents' attitude toward bilingualism and bilingual/bicultural education

6) the parents' interest in education

Finally, the data obtained from the interviews and from the other experiences (e.g., readings, resources speakers, peer interaction) of the Institute were used as the basis of specific recommendations for the Hartford school system and related community agencies.

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CHAPTER III

METHODOLOGY OF THE STUDY

Subjects

The subjects of the study consisted of 126 Puerto Rican families derived from a random sample of 156 children in the Hartford schools. The names and addresses of these families were selected on a random basis from the records of all pupils in the school system with parents born in Puerto Rico.* The discrepancy between the number selected and the number interviewed was due for the most part to the inability to contact families who had moved leaving an unknown or out-of-town forwarding address.

Instrument

The instrument utilized was the Zirkel-Greene Home Interview Schedule (see Appendix A). This instrument was developed by the author and Dr. John F. Greene in line with a similar research survey concerning Spanish-speaking families in Bridgeport that is currently in preparation (Greene & Zirkel, 1971). The instrument is available in parallel Spanish and English forms. It consists of items dealing with parental perceptions and family background factors relating to the education of Spanish-speaking students. Besides the various individual items, it includes modified versions of two other instruments: Hoffman's

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*The author would like to thank Mr. G. William Saxton, Director of Research of the Hartford Public Schools for facilitating the sample selection.

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(1934) Bilingual Background Schedule and Mosley's (1969) Attitude toward Bilingualism Scale. Hoffman developed and validated his schedule to determine the degree of language dominance in the home environments of students whose mother tongue was not English. It has been used extensively in studies involving bilingual children (e.g., Arsenian, 1937; Kaufman, 1968; Lewis & Lewis, 1965). The authors made the following modifications to obtain more reliable and valid results for the purposes of this study: elimination of items depending on literacy, updating of media (e.g., television substituted for lectures), and revision of item orientation so as to be directly administered to the family rather than only to the child. Similarly, Mosley's scale was revised to be more appropriate and applicable to the population sample of this study by substituting "Puerto Rican" for its original "Mexican-American" orientation and then by reanalyzing and selecting items in terms of their relationship to the total score.

Procedure

The interviews were conducted individually by the 14 members of the Institute listed on p. II. All of the interviewers spoke Spanish as well as English, over half of them being Puerto Rican. The interview instrument was available in parallel Spanish and English forms. Parents interviewed were given their choice of the two languages for the interviews. Over 90 percent of the respondents chose to be interviewed in Spanish.

All of the interviewers were professional educators; 13 were teachers and 1, a home-school coordinator. The interviewers reported

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finding a warm, interested and open reaction from the parents interviewed, particularly when they learned that the interviewers were teachers and wanted to discuss the education of their children.

Most of the interviews were conducted during the afternoons of the one-week formal phase of the Institute. The random sample of 156 student names and addresses were divided up according to districts in the city. Interviewers were asked to interview at least one adult responsible for the child's upbringing, although the presence of other family members was encouraged. If such an adult was not at home or had moved, the interviewer arranged to return or otherwise find the parent unless no local forwarding address was given. In those items referring to only one child, the parents and/or guardian interviewed were asked to focus their responses upon the pupil whose name was originally secured in the random sample selection. However, responses covering children in parochial, private and post-secondary schools as well as those not in school were elicited in the more global family items.

Mothers were involved in the overwhelming majority (84.2%) of the interviews apparently in part owing to the time of day of the interviews. Fathers participated in 13.1 percent of the interviews. An adult other than the father or mother was involved in 11.7 percent of the interviews. The structured part of each interview averaged 47.1 minutes, although interviewers were encouraged to informally interact with the family beyond the scope of the instrument.

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CHAPTER IV

MAJOR FINDINGS

An item-by-item tabulation of the results is given along with the Spanish and English versions of the interview instrument in Appendix A (pp. 32-40). One of the following two sets of summarizing statistics is given for each item, according to appropriateness:

1) mean ($\bar{x}$), standard deviation (s), and number of respondents (n)

2) number of respondents (n), percentage of those responding (%)

A more general analysis and discussion of the results is given below in terms of the principal categories of the investigation: viz., educational and occupational level and aspirations; geographic origin and orientation; language proficiency and dominance; attitudes toward bilingualism and bilingual/bicultural education; and interest in education in general. The items summarized in each category are enumerated in each subheading.

Educational and Occupational Level and Aspirations (Items 1-5):

The parents had a relatively low level of formal education; yet their educational aspirations for their children were comparable to the middle-class population. Fathers had attained on the average slightly more and mothers slightly less than a fifth grade education. When asked why they had terminated their schooling, the majority answered because of a lack of economic resources. Their children, as randomly selected from the overall school population, had already attained a level of education comparable to that of their parents. Moreover, their oldest siblings had already significantly surpassed the parents in years of formal schooling

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completed.

A majority (52.8%) of the parents responding idealistically aspired for their children to at least complete four years of college. However, only a minority (18.9%) realistically expected their children to finish college. Practically three-quarters of them (73.8%) expected their children to complete their high school education. Apparently Puerto Rican parents wanted the best and most education for their children but recognized that there were obstacles blocking the realization of their hopes. Their children may be even more disillusioned. One interviewer reported asking several students themselves if they hoped to go beyond high school. She reported that "in every case, the reply included a shrugging of the shoulders and a soft-spoken 'I don't know.'"

A trend similar to the educational situation was revealed in the economic domain. The mean occupational level of the parents was within the lowest socioeconomic level of Warner's (1949) revised scale. Yet, they aspired for a middle class occupational status for their children. It was parenthetically found that the parents used Spanish as the principal language at their job in a substantial proportion (33% to 40%) of the cases responding, but these results were inconclusive due to the overwhelming lack of response to this item.

Geographical Origin and Orientation (Items 6-9):

The items dealing with the geographical origin, residence and aspirations of the family all indicate the proximity of Puerto Rico in the "life space" of the parents. This geographic orientation seemed to reflect an underlying sociocultural orientation to retain and maintain

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their cultural roots. One Puerto Rican member of the Institute summarized this orientation in the following manner: "You will never succeed in making us Anglos no matter what process of assimilation you try." Another quoted from Alonso's poem, "El Gíbaro": "Y en amor a su patria insuperable/este es a no dudarlo fiel diseño/para copiar un buen puertorriqueño." Virtually all of the parents responding (98.8% of the fathers, 100% of the mothers) and the overwhelming majority of the children (92.2%) were born in Puerto Rico. However, although the majority of the parents responding (61.9% of the fathers, 68.0% of the mothers) were born in rural settings, a majority of the children (61.1%) were born in an urban setting. This difference is probably due to the mobility of the parents from agricultural-rural settings to and through industrialized-metropolitan areas, like San Juan, New York and Hartford. López (1971) obtained similar findings and conclusions in a study of registrations in Barnard Brown School, which has the highest concentration of Puerto Rican pupils in Hartford.

The mean length of residence in Hartford for the parents was less than eight years, with the fathers on an average residing there longer (7.4 years) than the mothers (5.6 years). The children have resided in Hartford for an average length of approximately five years corresponding almost to their mean number of years of schooling. This finding was in line with a previous investigation by the author with school officials in Hartford under the leadership of former assistant superintendent Lloyd Calvert which revealed that although there was significant mobility within the system, there was relatively slight mobility of pupils.

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moving to other systems (see Proposal 1971).* The overall rate of turnover became obvious to some of the interviewers. One of them reported that out of her original list of fifteen names, eight had moved.

The great majority (70.0%) of the parents responding aspired to return eventually to Puerto Rico, and an even greater majority (75.2%) had such aspirations for their children. The failure of the item to specify when, for how long, and for what reason precludes conclusive interpretations. For example, some parents may wish for their children to return for a brief vacation in Puerto Rico some day; others, for their children to return for a more formative experience, like schooling; and others, may desire to return with them permanently as soon as economically or politically propitious.

The parents surveyed indicated membership in an average of far less than one organization per family. The low level of organizational affiliation reflected the observations of Cruz (resource speaker). He indicated that the Puerto Rican community suffers a sense of alienation, anomie and apathy within the mainland's sociopolitical milieu. This lack of participation may be due to the island's cultural tradition in addition to language, economic and ethnic barriers encountered on the mainland. Hortas and Miranda (resource speakers) both pointed out that Puerto Ricans have a

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*When discussing mobility with regard to Puerto Rican parents or pupils, it must be recognized that Puerto Ricans coming to the mainland are not "immigrants." Rather, they are American citizens moving, who share the American penchant for mobility. As one member of the Institute pointed out, "five million mainlanders move their homes from one state to another every year. Indeed, some go to Puerto Rico."

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historic characteristic of "insularismo," reflected in an isolation from social institutions. For example, they have tended to have faith in paternalistic political leaders as well as to leave education to the professionals.

Language Proficiency and Dominance (Items 10-20):

Measures of language proficiency and dominance indicated generally strong abilities in Spanish and more limited abilities in English, particularly for parents and to a lesser extent for the children.

When asked to rate themselves and their children in terms of their English skills (understanding, speaking, reading, writing), the fathers displayed consistently and significantly ($p < .05$) higher ratings than their spouses in oral and written abilities. However, the children were rated as significantly ($p < .05$) surpassing both of their parents on all four skills in English. All of their mean English ratings clustered around the lower to middle range of the 1-to-5 Likert-type scale. Thus, neither the children nor parents approached a level of handling English pretty well, much less excellently.

Parents rated themselves considerably higher in Spanish than English skills. Fathers and mothers emerged with identical mean ratings for oral skills in Spanish. Moreover, fathers had higher but not significantly higher ratings in written skills in Spanish, perhaps reflecting their somewhat higher level of schooling. The parents' mean Spanish ratings clustered around the middle-to-upper range of the 1-to-5 scale, surpassing rather than overlapping their English ratings. Moreover, one interviewer reported a tendency of parents to underrate their abilities in their native language,

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indicative of a lack of self-and ethnic-esteem in this society. In contrast, children were consistently rated significantly (p .05) below their parents in Spanish skills, with their written skills falling into the lower half of the scale.

The consistent overall trend of the ratings across the four skills was in the expected direction, providing evidence of the construct validity of the scale, which was devised by the author. Linguists are generally in agreement that the appropriate order of language is as follows: listening, speaking, reading, writing.

An overall rating of the children's usage of Spanish and English with their peers outside of the classroom indicated a slight to moderate Spanish dominance. More specific wording to localize the domain to the neighborhood (of the school and home contexts) would have permitted more clear-cut conclusions. As it is, "outside of class" (item 19)can be interpreted as still within the English-oriented domain of the school. Although the proficiency ratings in each language and the usage ratings across languages seemed to reflect an overall Spanish dominance, particularly for the parents, specific measures of language dominance yield more direct and accurate results. This study employed two measures of language dominance: the Hoffman Bilingual Background Schedule and a direct rating scale constructed by the author. Both measures indicated a definite degree of Spanish dominance in the home environment.

The Hoffman instrument yields an overall score between 0 and 40 in proportion to the extent of Spanish usage in the home environment. A score of 0 indicates that Spanish is "NEVER" used in the home and implies

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in such a situation that, instead, the family is exposed entirely to English in the home. Conversely, a score of 40 indicates that Spanish is "ALWAYS" the language of interaction and exposure in the family environment. Scores of 10, 20, and 30 indicate points on the continuum corresponding to average answers of "SOMETIMES," "OFTEN" AND "MOSTLY," respectively.

The overall mean for the 126 families surveyed was 26.40, indicating that Spanish was used on an average between "OFTEN" and "MOSTLY" in the family background of the child. Thus, the results on the Hoffman schedule revealed a family context of conclusive but not exclusive Spanish dominance for the children selected for this study.

The dominance rating scale is more direct than the Hoffman schedule. It clearly delineates and describes a 1-to-5 continuum measuring ability in Spanish relative to ability in English. The midpoint on the scale, a rating of 3, indicates a balance between the two languages. The requested ratings were limited to the aural-oral skills (viz., understanding and speaking), since they constitute the basis for bilingualism and since ratings for the reading-and writing skills are more subject to the obscuring effort of differential educational opportunities. Thus, literacy was eliminated in both measures as a probably intervening variable, and dominance was defined within the context of oral language abilities.

The results in the dominance rating scale confirmed the clear-cut Spanish dominance of both parents. The mothers reflected an even stronger

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*Further research and development of this rating scale is planned by the author to take into consideration Fishman's (1969) sociolinguistic differentiation of dominance into the contexts of education, religion, neighborhood and home.

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Spanish dominance than the fathers, apparently due to their lower ratings in aural-oral proficiency in English as indicated in item 10. The mothers rated themselves as understanding and speaking Spanish much better than English, whereas fathers were rated as understanding and speaking Spanish somewhat better than English. The children were rated as having less pronounced but still prevailing Spanish dominance. Their ratings approached the point of bilingual balance, but still were in the direction of Spanish dominance. Although not included, one would expect a dominance in the direction of English for their reading and writing skills in the light of the children's proficiency ratings and their predominantly English-medium education. Their overall oral Spanish dominance might better be used as a vehicle rather than obstacle to learning (e.g., reading) by educational opportunities in Spanish to bridge the gap to scholastic success.

Attitude toward Bilingualism and Bilingual/Bicultural Education Items (21-44):

The various measures of parental attitudes toward bilingualism and bilingual/bicultural education revealed an overwhelming majority of the parents to be clearly in favor of both.

The Mosley Attitude toward Bilingualism Scale yields a score between 1 (negative) to 5 (positive). This score is an average of the responses to 20 items designed to measure one's attitude toward Spanish-English bilingualism for Puerto Rican and "Anglo" pupils. Some items are stated negatively, so as to prevent "response set," or transferring the same answers from the first items to the others. The mean score of the parents responding was 3.38. Thus, the respondents revealed themselves to be

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strongly in favor of Spanish-English bilingualism for Puerto Ricans as well as for other Americans. One interviewer noted that such an attitude was not surprising given the cultural orientation of the hispanic saying: "un hombre que habla dos idiomas vale por dos."

Items 41 and 42 relate the issue of Spanish-English bilingualism more directly to the education of Puerto Rican pupils. When asked to choose between Spanish and English as a goal of education, the overwhelming majority of the parents responding opted for the equal importance of the two languages in terms of literacy (89.7%) as well as oral skills (90.2%). A much lesser proportion chose English (9.0%) or Spanish (.8%) and 2.3%) as the preferable goal of instruction. One interviewer reported a concerned parent's statement which dramatically illustrates these statistics: "My children are Puerto Ricans. They should learn English because they live in this country where they need it; but they should also continue learning Spanish so they don't forget they are Puerto Ricans."

Bilingual education involves the use of Spanish and English as means as well as ends of instruction. Moreover, it necessitates instruction in the native as well as second culture of the pupils so as to be bicultural as well as bilingual. An overwhelming majority (91.2%) of the parents responding favored bilingual instruction for their own children and a virtually unanimous consensus (98.4%) affirmed the value of including Puerto Rican history and culture in the school curriculum.

Further such research involving English- as well as Spanish-speaking parents and involving more detailed items would be worthwhile. Meanwhile educational effectiveness awaits closure between the desires of Puerto Rican parents and the educational opportunities for their children.

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Interest in Education (Items 45-47):

The parents revealed a keen interest in education despite their socioeconomic and linguistic barriers to equal and equitable opportunities. They visited the school an average of 2.7 times during the school year, a high figure relative to their socioeconomic problems and the lack of Spanish-speaking teachers and administrators in the schools. More specific questions as to reasons and results of their visits would be further enlightening.

That over a third of the children watched "Sesame St." in spite of the probably limited number of UHF-equipped televisions in the homes also tends to indicate a reinforcement of the importance of education in the home.

A more direct indication of the parents' interest can be seen in the results of the last item. Over 85 percent of the parents responding professed an interest in continuing their education. Once again, more detailed investigation as to the nature of their interest and of the opportunities would be enlightening. However, it must be admitted that despite what may seem to some as a plethora of adult education opportunities in public school and manpower training programs, the number specifically tailored to the linguistic and cultural background of the Puerto Rican community is nil. Perhaps a bilingual/bicultural approach may prove worthwhile for the education of Puerto Rican parents as well as Puerto Rican pupils.

The interest in education of these people must be measured in the context of their living conditions. Members of the Institute noted that

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sheer survival had to take priority over all other concerns in the circumstances that they witnessed. Here is a picture painted by two of the interviewers in their reports.

> It was frightening to see the conditions in which these families lived. The outside of the buildings were dirty and the interiors dark. The paint on the walls was flaked, the stairways dimly lit and rank-smelling, the windows broken, the roofs leaky, the walls warped with ratholes, and the furniture old and rickety. In short, it was a very different atmosphere to that which these families had in Puerto Rico.

However, the importance assumed by education in the household still showed through this dark and depressing atmosphere. One interviewer noted that a few of the families reflected suspicion in reacting to her appearance of their doors. "However," she reported, "as soon as it was mentioned that 'la maestra' would be doing the interviewing and why the interviews were being conducted, the people showed an immediate sense of trust and cordially welcomed me into their homes." Other interviewers reported similar receptions.

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CHAPTER V

RECOMMENDATIONS*

Each of the recommendations outlined in this culminating chapter does not--cannot--necessarily reflect a unanimity of opinions of all members of the Institute, nor of all the resource speakers, nor of all readings, nor of the author alone. Rather, they represent a compilation of ideas from all of these sources which have been liberally selected for examination, evaluation and possible implementation by the readers of this report. Keeping this caveat in mind, the recommendations are as follows:

1) that the bilingual/bicultural program be expanded and improved. An expansion of the bilingual/bicultural program means not only extending the program to more pupils, but also applying this approach to such levels as preschool and adult education programs. Extending the program to more pupils can entail such forms as "two-way" programs, which involve systematic instruction in both languages for both English-and Spanish-speaking students; "urban-suburban" programs, which provides for integration based on mutual respect and benefits; and "multi-cultural" programs, which involve the curricular recognition of other culturally different minorities as well. In its simplest sense, it means at least providing opportunity and continuity for interested Spanish-dominant students throughout the school system. Applying this approach to preschool programs

*These recommendations derive generally from the Institute rather than specifically from the interviews. The reader is left to draw his own conclusions and interpretation of the interview results. Hopefully, this data base will serve to improve the understanding and cooperation of Puerto Rican families and mainland educators.

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means capitalizing on the home-bred Spanish-dominance of these pupils as well as the basic "Headstart" rationale of early intervention. Applying it to adult education can mean extending the location of such learning centers to homes as well as storefronts. The Springfield Title VII bilingual program has established such a procedure with apparent success (Dryden, 1969). The traditional "Americanization" class of adult education simply does not apply to the Puerto Rican.

An improvement of the bilingual/bicultural program means greater central commitment and coordination in the form of the institutionalization of the position of director of bilingual/bicultural education, with a salary and status commensurate with that of other major instructional areas. That such a director be Puerto Rican is at this point necessary as well as desirable. Moreover, it means the development of a system whereby the vast range of academic and linguistic abilities of Puerto Rican pupils are met on a more individualized basis. Finally, it means the development of integrally related supportive services, such as curriculum development, research and evaluation and teacher training.

2) <u>that more Spanish-speaking staff who are relevant and responsive to the needs of Puerto Rican pupils in mainland schools be trained and hired.</u>

Institute members pointed out that the use of personnel for whom Spanish is a second language as teachers in a bilingual/bicultural program (except in the ESL component) is not only discouraging

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but entirely defeating to the purpose of the program and the progress of Puerto Rican pupils. An ability to fluently speak the native language of these pupils is a necessary but not sufficient quality for professionals and paraprofessionals in such a program. As some educators and pupils have painfully learned, the attitudes assumed by Spanish-speaking teachers can be even more "Anglo" or middle-class than their English-speaking counterparts depending on such factors as cultural background, socioeconomic aspirations, and sense of ethnic identity. However, the supply of Spanish-speaking personnel who are relevant to these pupils in terms of culture and class is extensive and expanding. It only awaits the provision for greater opportunities in terms of training and employment.

The demand for such people is not limited to the basic roles of teachers and "aides." The author does not know of one school board member, school psychologist, or full-fledged administrator in the entire State who is Puerto Rican! Moreover, there exists a critical need to train and hire more such Spanish-speaking guidance counselors, school-community workers, and registration clerks. Priority on such a process should not exclude, but rather should encourage, the provision for more English-speaking teachers and pupils to learn Spanish and study Puerto Rican culture.

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3) that more realistic and relevant curriculum be developed and implemented.

The curriculum must begin where the child is rather than vice versa. The curriculum in mainland schools, similar to Wagenheim's (1970) description of the curriculum of the island-wide school system of Puerto Rico itself, "lacks a Puerto Rican orientation to make the child more aware of his island's history, its place in the world, and its unique problems (p. 202.)" Curricular input in terms of Puerto Rican history and culture is needed at all levels for all students and teachers in the system.* Such a provision would be a step in the direction of multi-cultural understanding as well as enhanced self-image.

"Relevance," although a hackneyed term, is used to represent the need for a practical, specific and real relationship between the curriculum and the experiences and expectations of the Puerto Rican pupils in mainland schools. Thus, for example, the wholesale adoption of textbooks from Puerto Rico will not suffice. As Morales (resource speaker) pointed out, the rural-agricultural background of many of the readers from Puerto Rico does not immediately relate to the urban milieu of these pupils. As the results of the interviews indicated, the majority of these pupils had urban origins as well as residences.

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*Several members of the Institute recommended Wagenheim's (1970) book as at least a starting point for study by English-speaking teachers and high school students of Puerto Rican culture.

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Similarly, high school Spanish courses as traditionally taught are not relevant to the needs of many Puerto Rican pupils. Would a mainlander going to school in Puerto Rico benefit best from an English class designed for students whose target language is English? One interviewer reported finding a Puerto Rican pupil who fluently reported in Spanish that an American teacher had failed him in a Spanish course. The American teacher "failed" him by not arguing for the establishment of a class in Spanish for Spanish-speakers taught by a native speaker. Such a course can concentrate on extending rather than ignoring the basic language skills that these pupils bring with them. Puerto Rican literature can be used as the basis for improving their reading and writing skills as well as their knowledge and understanding of Puerto Rican culture. Pleasant (resource speaker) described the teaching of such a course, entitled "Español," in the Hartford school system. Several Institute members called for the expansion of this course and financial support for appropriate and individualized curricular materials.

Finally, the recommendation for a more reliable and relevant curriculum carried with it a strong stress on a more vocation-oriented educational program for Puerto Rican pupils. Such a program must involve providing an awareness and availability of several career options. As Rivera (resource speaker) stated: "We need to make school more realistic for kids...if need be, teach supermarket cashiering, paramedic training or automotive tune-up." Following a model practiced in Puerto Rico as well as in other locations, several Institute members

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called for more educational experiences involving basic and marketable skills for the world of work. They recommended that these classroom experiences be tied to academic study on the one hand and actual work experiences during an extended school day, and that they begin in junior high school. Moreover, they recommended that there be opportunities for bilingual vocational training.* The MAS program was cited as having the potential to serve as model in this area, provided a real accent was placed on Puerto Rican pupils and personnel. The Caminemos Learning Center concept was also cited as a vehicle for providing bilingual vocational and family education.

4) <u>that more effective methods of selection, training and accountability of teachers of Puerto Rican pupils in mainland schools be developed and implemented.</u>

A selection process based on goals as well as skills; a bilingual/bicultural pre-service training program for Puerto Rican teachers and aides (e.g., COP); an in-service program emphasizing multi-cultural understanding; and more exchanges of people and information with the Department of Education of Puerto Rico are suggestions that may stimulate such planning and implementation.

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*Such training can involve using bilingualism as a goal as well as vehicle of vocational instruction. A pilot project to develop skilled bilingual office personnel in Texas serves as an example (Emery, 1970).

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5) that a follow-up form be developed and used for intra- and inter-city mobility of Puerto Rican pupils.

The screening and placement forms developed by the New York City Board of Education (1959) as a result of the Puerto Rican Study and the computerized National Record Transfer System of the Federal migrant education program may serve as seeds if not models of such a development.

6) that reform be extended beyond the schools to other areas affecting Puerto Rican families.

Welfare reform, humane housing and greater Puerto Rican participation in social and political organizations are a sample of the steps that were suggested to provide a more comprehensive attack on the problems faced by Puerto Ricans on the mainland. The schools must serve as advocates and allies of Puerto Rican parents on all such fronts for the benefit of Puerto Rican, and ultimately all, pupils.

The nascent unity and urgency expressed by members of Hartford's Puerto Rican community in relation to the bilingual program has already served as a springboard for a greater voice in Model Cities and for the proposal of a community-based education agency (Anderson, 1971a; Anderson, 1971b; Editor, 1971).

7) that a more comprehensive and concrete community-school relationship be established in both directions.

The schools have tended to try to relate to Puerto Rican parents on their own terms, rather than on the parents'

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terms. Language is the most obvious example. The situation became so blatant that in May 1970 the director of HEW's office for Civil Rights sent a memo to all school districts with Spanish-speaking enrollments of over 5 percent reminding them that they were legally required to send out school notices in Spanish as well as English to Spanish-speaking parents. Yet, the cycle is such that this knowledge remains basically with the school officials, and the notices remain to a large extent in English. Thus, recommendation or rather requirement number one is that the school system develop and disseminate bilingual report cards and notices. The provision for registration forms in Spanish and illustrated welcome booklets is also recommended, as they involve the initial contacts of the school and the home.

Holding parent meetings in Spanish is only a first step in providing for more community involvement. As one member of the Institute puts it:

> If they won't come into the schools, we must go to their turf. I don't see any reason why P.T.A. meetings have to be held at school. Why couldn't Barnard Brown School have a P.T.A. meeting at La Casa de Puerto Rico or in the basement of Sacred Heart Church, or Kinsella at Caminemos or the Spanish-American Club, or Burns School at the Puerto Rican Club located above the Lyric theater?

Parent meetings could elicit much more Puerto Rican participation if the schools used the same channels of communication that are used by the parents. For example, the interviewers found that virtually 100 percent of the parents surveyed listened to the

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Spanish radio stations in the area. Such stations could be significant means of informing the Puerto Rican community of school events as well as a means of education itself. Similarly, the expansion of television programs like "Adelante" can serve as an effective means of informing and involving the Spanish-speaking in the educational process. One Institute member recommended that "Sesame Street" be shown in Spanish as an effective preschool bilingual experience.

It is also recommended that the schools extend themselves toward the home by co-sponsoring with the municipal library a "bilingual bookmobile"; that the schools send floats and queens to the annual Puerto Rican parades; and that teachers be required to visit the homes of Puerto Rican parents for informal interviews. Said one member of the Institute in relation to the last recommendation:

> The interviews were most beneficial. Not only do they open your eyes and reveal the home life and environment that these children face day-to-day, but they give you an acceptance and means of communication with those families. It is a must for teachers to go on home visits and often. They could help to solve many of the school problems...the majority of Puerto Rican parents are in favor of many things the educators want. However, they do not push themselves out of their homes and into school activities. Therefore, teachers and other peoples in the community must reach out to the parents of Spanish-speaking children and get them involved.

As the above comment implies, the home and school relationship is a circular process. Getting real community involvement means going out to the Spanish-speaking parents and then having

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something for them to come into the school for. Community clinics, bilingual adult classes, meaningful positions on the school staff, and viable parent advisory groups are all possible provisions that can make parental participation in the school a reality. Establishing a true "community school" summarizes this recommendation.

Perhaps the ultimate step in school-community relations would be to provide an institute wherein interested Puerto Rican parents could study the school system and interview a random sample of its staff. The acceptance of such an institute--and of its report and recommendations--would be the proof that school community relations is really a two-way street, or rather avenue of progress.

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APPENDIX A

HOME INTERVIEW INSTRUMENT AND RESULTS

ZIRKEL-GREENE HOME INTERVIEW SCHEDULE *

June, 1971: Hartford, Connecticut

Name of child: _____

Child's school: _____

Child's regular teacher: _____

Child's home address: _____

_____

Name of interviewer: _____

Language of interview: Spanish 109 (90.8%)
English: 11 (9.2%)
NR** 6

Parents interviewed: father 5 (4.1%) both father and mother 11 (9.0%)

mother 91 (75.2%) other 14 (11.7%)

NR: 5

Date of interview: _____

Duration of interview: $\bar{x}$ = 47.1, s = 10.4, n = 112

The purpose of this interview is to improve the educational opportunities of Spanish-speaking residents of Hartford. A random sample of Puerto Rican families who have children in the public schools of Hartford are being interviewed. You are asked to answer the following questionnaire as best and completely as possible. All information will be reported anonymously; so please be open and honest.

This effort is being carried out as part of an institute at the University of Hartford entitled "Puerto Rican Pupils in Mainland Schools" directed by Perry Alan Zirkel. A report of the results will be prepared and available to the Hartford school system and other interested parties by the end of this year.

_____

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**NR: no response

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1. Indicate the highest grade completed by each of the following family members by circling the appropriate number after each applicable member:

MEMBER:	EDUCATIONAL LEVEL
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
Father	$\bar{x}$=5.3, s=3.9, n=78
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
Mother	$\bar{x}$=4.9, s=3.6, n=114
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
(Child)	$\bar{x}$=5.2, s=3.2, n=119
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
Oldest Brother	$\bar{x}$=7.2, s=3.6, n=71
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
Youngest Brother	$\bar{x}$=3.0, s=3.2, n=66
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
Oldest Sister	$\bar{x}$=6.7, s=3.6, n=75
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV +
Youngest Sister	$\bar{x}$=2.9, s=3.2, n=71

2. If you could have your wish and (child) had the opportunity, how far would you like (child) to go in school. (CHECK ONE)

finish elementary school	0
finish junior high school	1 (.8%)
finish vocational school after junior high school	4 (3.2%)
finish regular high school	28 (22.4%)
finish 2-year college or post high school vocational training	26 (20.8%)
finish 4-year college	52 (41.6%)
finish graduate or professional school	14 (11.2%)
NR:	1

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3. Since things don't always turn out the way we want them to, how far do you think (child) will probably or actually go in school. (CHECK ONE)

finish elementary school	1	(.8%)
finish junior high school	14	(11.5%)
finish vocational school after junior high school	17	(13.9%)
finish regular high school	58	(47.5%)
finish 2-year college or post high school vocational training	9	(7.4%)
finish 4-year college	20	(16.4%)
finish graduate or professional school	3	(2.5%)
NR:	4	

4. What is your occupation at the present time:

Father: $\bar{x}$=6.5*, s=1.4, n=126

Mother: $\bar{x}$=6.7*, s=1.2, n=126

Principal language used at job:

Father: Sp. 10 (33.3%), Eng. 20 (66.7%), NR 96

Mother: Sp. 4 (40%), Eng. 6 (60%), NR116

5. When (child) is grown up, what kind of job would you like him/her to have (give examples)

$\bar{x}$=4.4*, s=1.9, n=126

6. Indicate the country (e.g., U.S. or P.R.) and setting (urban v. rural) of birth for each of the following family members.

Indicate the number of years and cities of residence in the U.S. for each of the following family members.

	Country:		Setting (check one):				Hartford Residence (years):
Father	PR 83 (98.8%) US 1 (1.2%) NR 42		urban 32 (38.1%)	rural 52 (61.9%)	NR 42		x=7.4,s=5.8,n=57
Mother	PR 119 (100%) US 0 (0%) NR 7		urban 53 (32.0%)	rural 70 (68.0%)	NR 3		x=5.6,s=4.6,n=111
(CHILD)	PR 108 (92.2%) US 10 (7.8%) NR 8		urban 74 (61.1%)	rural 47 (38.8%)	NR 5		x=4.9,s=4.1,n=117

*Based on Warner's Scale: 1 (high) through 7 (low)

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7. Indicate if you would like to eventually return to P.R.: Yes 82 (70.0%)
No 35 (30.0%)
NR 9

8. Indicate if you would like (child) to eventually return to P.R.:

Yes 88 (75.2%) No 29 (24.8%) NR 9

9. Does either of you belong to any social, political, educational or other organizations.

Please list $\bar{x}$=.2, s=.5, n=126

10. Indicate the level of language ability in English and Spanish by putting one of the following numbers in each column:

1. not at all
2. a little
3. some
4. pretty well
5. excellently

	Understands English	Speaks English	Reads English	Writes English
Father	$\bar{x}$=2.7* s=1.4, n= 62	$\bar{x}$=2.6* s=1.4, n= 62	$\bar{x}$=2.1* s=1.3, n= 61	$\bar{x}$=1.8* s=1.2, n= 61
Mother	$\bar{x}$=1.8** s=1.1, n=112	$\bar{x}$=1.7** s=.99, n=122	$\bar{x}$=1.5** s=.92, n=122	$\bar{x}$=1.4** s=.93, n=121
Child)	$\bar{x}$=3.1, s=1.4, n=112	$\bar{x}$=3.0, s=1.4, n=125	$\bar{x}$=2.7, s=1.4, n=126	$\bar{x}$=2.6, s=1.4, n=126

	Understands English	Speaks English	Reads English	Writes English
Father	$\bar{x}$=4.2, s=.99, n= 61	$\bar{x}$=4.2, s=1.0, n= 62	$\bar{x}$=3.6, s=1.4, n= 62	$\bar{x}$=3.6, s=1.4, n= 61
Mother	$\bar{x}$=4.2, s=.88, n=122	$\bar{x}$=4.2, s=.80, n=122	$\bar{x}$=3.4, s=1 5, n=122	$\bar{x}$=3.3, s=1.5, n=122
child)	$\bar{x}$=3.9* s=.95, n=126	$\bar{x}$=3.8**s=.95, n=126	$\bar{x}$=2.2**s=1.4, n=126	$\bar{x}$=2.1**s=1.4, n=126

* $p<.05$
** $p<.01$

Hoffman Bilingual Background Schedule: $\bar{x}$=26.40, s=7.32, n=126

Indicate the response to the following 14 questions by underlining the appropriate answer.

11. Do the following speak to (child) in Spanish?

(a) Father..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Mother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(c) Grandfather..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(d) Grandmother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

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(e) Brothers and Sisters.... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(f) Relatives..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

12. Does (child) speak to the following in Spanish?

(a) Father..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Mother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(c) Grandfather..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(d) Grandmother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(e) Brothers and Sisters.... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(f) Relatives..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

13. Does (child's) FATHER speak to the following in Spanish?

(a) Mother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Brothers and Sisters.... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

14. Does (child's) MOTHER speak to the following in Spanish?

(a) Father..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Brothers and Sisters.... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

15. Do (child's) BROTHERS AND SISTERS speak to the following in Spanish?

(a) Father..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Mother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

16. Do the following watch television in Spanish?

(a) Father..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Mother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(c) (Child)..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

17. Do the following go to the movies where films are shown in Spanish?

(a) Father..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(b) Mother..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(c) (Child)..... NEVER SOMETIMES OFTEN MOSTLY ALWAYS

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18. Are radio programs which are given in Spanish listened to in your home?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

19. What language does child speak when with friends outside of class? (Check one)

1. always Spanish
2. mostly Spanish
3. roughly equal amount of Spanish and English — $\bar{x}$=2.6, s=1.3, n=122
4. mostly English
5. always English

20. Indicate the language dominance of each of the following family members in the areas of understanding (comprehension) and speaking (expression) by having them choose the appropriate number:

SPANISH 1 2 3 4 5 ENGLISH

1 Can {understand / speak} Spanish much better than English

2 Can {understand / speak} Spanish a little better than English

3 Can {understand / speak} Spanish and English about the same amount

4 Can {understand / speak} English a little better than Spanish

5 Can {understand / speak} English much better than Spanish

	Understanding:	Speaking:
Father	$\bar{x}$=1.7,** s=1.1, n= 53	$\bar{x}$=1.6,** s= .91, n= 52
Mother	$\bar{x}$=1.1,** s= .47, n=113	$\bar{x}$=1.1** s= .44, n=114
(Child)	$\bar{x}$=2.3, s=1.4, n=117	$\bar{x}$=2.3, s=1.4, n=117

** $p < .01$

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Mosley Attitude toward Bilingualism Scale: $\bar{x}$=4.38, s=.37, n=116

Indicate the response to the following 20 questions by putting one of the following numbers after each one:

1. No, of course not
2. I don't think so
3. Neither yes nor no
4. I think so
5. Yes, of course

21. Being bilingual (being able to understand or speak two languages) has more advantages than disadvantages....._____

22. Both Puerto Ricans and Anglo-Americans should be bilingual....._____

23. Puerto Rican children should try to forget Spanish so they can improve their English....._____

24. Being able to converse in two languages is a satisfying experience....._____

25. If properly eeucated, Puerto Rican children have an unusual opportunity to become truly bilingual....._____

26. A good school will encourage the learning of Spanish and the learning of English on the part of all pupils attending....._____

27. Learning to speak two languages takes more time than it is worth....._____

28. Being bilingual is a source of pride....._____

29. Bilinguals are happier than those who speak only one language...._____

30. Bilingualism is so important in Connecticut that all Connecticut schools should try very hard to teach both English and Spanish to every child....._____

31. Bilingualism is a handicap....._____

32. Puerto Ricans can enjoy the best of two cultures if they are properly educated and learn both English and Spanish....._____

33. One has to just about become an Anglo and cut himself off from the Puerto Rican community if he wants to become good with English....._____

34. Puerto Ricans are proud of being able to speak English....._____

35. People who speak more than one language have cultural advantages._____

36. Bilingualism is a valuable tool which Puerto Ricans should learn to use well....._____

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37. Bilingual people can be of more help than monolinguals in solving the world's problems....._____

38. Many adults should study and learn a second language....._____

39. It is not worthwhile for an adult to study a second language because he will always have an accent....._____

40. Most people of great influence know only one language, which indicates that schools should do a good job of teaching just one language....._____

41. Which language do you feel is more important for (child) to learn to speak and understand (CHECK ONE)

Spanish	1 (.8%)
English	11 (9.0%)
Both equally important	111 (90.2%)
NR	3

42. Which language do you feel is more important for (child) to learn to read and write (CHECK ONE)

Spanish	3 (2.3%)
English	11 (9.0%)
Both equally important	110 (89.7%)
NR	2

43. Do you feel it worthwhile to have Puerto Rican history and culture taught in school here? (CHECK ONE)

Yes	120 (98.4%)
No	2 (1.6%)
NR	4

44. Do you feel it worthwhile to teach Spanish-speaking children their basic subjects in Spanish while they learn English as a Second Lanquage? (CHECK ONE)

Yes	111 (91.2%)
No	12 (8.8%)
NR	4

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45. How many times did either of you visit the school this (1970-71) school year? (CHECK ONE)

$\bar{x}$=2.7, s=2.0, n=125

0 _____

1 _____

2 _____

3 _____

4 _____

5 _____

+ _____

46. Does (child) watch "Sesame Street" on television? (CHECK ONE)

Yes 41 (34.4%)

No 78 (65.6%)

NR 7

If yes, how many times a week has (child) watched "Sesame Street" (on the average) during this past school year?

$\bar{x}$=2.6, s=2.4, n=41

47. Are you interested in continuing your education? (CHECK ONE)

Yes 71 (85.5%)

No 12 (14.5%)

NR 43

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APPENDIX B

SCHEDULE OF ACTIVITIES AND RESOURCE PEOPLE

DURING FORMAL ONE-WEEK PHASE OF THE INSTITUTE

Institute: "Puerto Rican Pupils in Mainland Schools"

Perry Alan Zirkel, Director

A.M. Sessions - Classes at Gengras Campus Center, University of Hartford
P.M. Sessions - Interviews in Hartford Spanish-speaking Community

Monday, June 28, 1971

9:00 - 9:30 Registration
9:30 - 10:00 Introduction
10:00 - 12:00 Cultural and educational background

Carlos Hortas, Department of Spanish and French, Yale University
José Miranda, Language Department, Bulkeley High School, Hartford

1:00 - 3:00 Explanation of interview schedule and procedure
Formation of interview teams and assignments

Tuesday, June 29, 1971

9:00 - 12:00 Elementary school programs: bilingual/bicultural education

Kenneth Lester, Foreign Language Consultant, Connecticut State Department of Education
Miss Idalia Morales, P.S. 25 Bilingual School, Bronx, New York
Mrs. Aida Velez, Hartford Bilingual Education Curriculum Development Team
Lloyd Calvert, Assistant Superintendent, Hartford Public Schools
Mrs. Rita Cohn, Principal, Barnard Brown School, Hartford

1:00 - 5:00 Home interviews

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Wednesday, June 30, 1971

9:00 - 12:00 Secondary school programs: ESL, SSS, Puerto Rican history and culture.

Mrs. Lois Maglietto, Coordinator of English as a Second Language, Hartford Public Schools
Mrs. Serenalda Pleasant, "Espanol" program, Hartford Public High School
Mr. Edward McKinney, Director, Project MAS, Hartford Public Schools

1:00 - 5:00 Home Interviews

Thursday, July 1, 1971

9:00 - 12:00 Migrant, adult and higher education

Dr. Alexander J. Plante, Bureau Chief, Connecticut State Department of Education
Vidal Rivera, Director of Migrant Education, U.S. Office of Education
José Hernandez, Central Staff, Migratory Children's Program
Gerry Gerena, Director, Caminemos Adult Learning Center, Hartford
Fernando Milán, Admissions Office, University of Connecticut
Isnoel Ríos, President, Puerto Rican Student Movement, University of Connecticut

1:00 - 5:00 Home Interviews

Friday, July 2, 1971

9:00 - 12:00 Spanish-speaking community

José Cruz, Director, Casa de Puerto Rico, Hartford
William Pérez, President, Spanish Action Coalition
Feliz Irizarry, Board member, Spanish Action Coalition
Mrs. María Sanchez, Board member, Spanish Action Coalition

1:00 - 5:00 Compilation of survey results

6:00 - 9:00 Farewell Fiesta: comida criolla

Joseph Monserrat, President, New York City Board of Education
Ernesto González, President, Spanish-American Club, Hartford
Luis Rivera, Aquí Me Quedo restaurant
Flor Puesan, Caminemos Learning Center

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